



We're
Going on a
Picnic

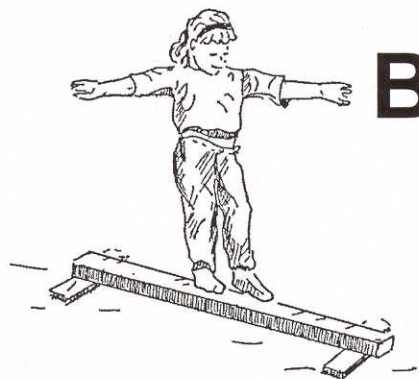
By
Pat Hutchins



Books and Movement – A Magical Mix

Ask Mr.
Bear

By
Marjorie Flack

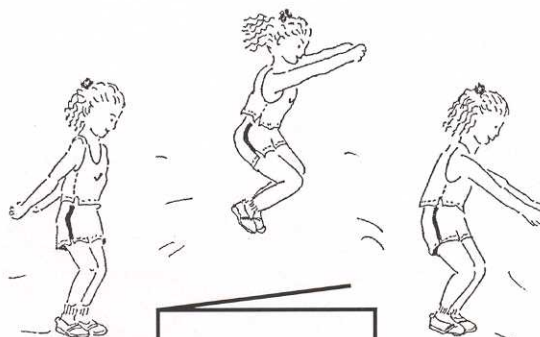


B.A.M.M.M.!

August 2005
I Can Move My Body in
Many Ways

Silly Sally


By
Audrey Wood



Jump, Frog,
Jump!

By
Robert Kalan

 **ARKANSAS DEPARTMENT OF
HUMAN SERVICES**

 Division of Child Care and
Early Childhood Education

B.A.M.M.M.!

Books and Movement – A Magical Mix

Learning Activity #1	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Books and Movement – A Magical Mix B.A.M.M.M.!

Introduction

This learning activity is one in a series of twelve that will be available from the Division of Child Care and Early Childhood Education. Each activity begins with a children's book, extends to movement activities that are suggested in the book, and expands to include related curriculum activities and ideas for enhancing the learning environment.

Through these twelve learning activities, teachers and caregivers of preschool children are provided the tools that can:

- instill in children a desire to become lifelong readers
- give children the skills and motivation to become physically active for life
- enrich the curriculum and learning environment

Implementation

The following sections of the learning activity are to be included in one group session:

- ✓ Introduce the Activity
- ✓ Present the Story
- ✓ Extend the Story
- ✓ Conclude the Session

The Benchmarks listed at the beginning of the learning activity apply to the group session. Movement skills that are the focus of many of the activities are also listed. If a program does not have access to the featured book, use one of the other books listed and make necessary adjustments to the activities while focusing on the listed movement skills. Teachers and caregivers are invited to include, where appropriate for their children, the additional activities.

Individual programs may need to adapt the movement activities so each child can participate as independently and successfully as possible. Consider having children who are prone to injury wear eye and/or head protection.

Space

Each program will have to determine the space that is available for a movement program. Providing sufficient space for the children in the group to move safely is a key component of a successful movement education program.

Rules

Establish with children some rules for your movement program that include the following:

- how children are to enter and leave the space used for movement activities
- space children are to stay within during movement activities (boundaries)
- stop and go signal such as clapping hands, striking drum or striking two rhythm sticks together (children freeze when they hear the signal)
- self-space, which is the space that immediately surrounds each child's body (carpet squares or personal marker spots help define self-space)
- safe ways to move during activities such as walking, running and galloping (move without touching anyone else, not getting too close to others)

Consider creating an illustrated rules chart with the children. When beginning a movement program with a new group of children, review the chart at the start of each session, then review later as needed. Here is a sample of a rules chart.

Rules for Safe Movement

- ✓ Walk into the activity room and sit on your carpet square.
- ✓ Respect everyone's self-space.
- ✓ Stop when you hear the drum beat
- ✓ Move around the room without touching anyone.
- ✓ Stay in the boundaries.

Teacher/Caregiver Support

Before beginning a movement education program, consider reviewing the two books by Stephen W. Sanders that are listed under **Resources**. These books provide a solid foundation for developing a safe and developmentally appropriate movement education program for preschool children.

To enhance your techniques for reading aloud and for conducting successful small group activities with children, the Division of Child Care and Early Childhood Education has two videos available for check-out and viewing. The video titles are listed under **Resources**.

Resources

Movement Education Books

Active for Life: developmentally appropriate movement programs for young children by Stephen W. Sanders, published by National Association for the Education of Young Children, Washington, D.C. in cooperation with Human Kinetics Publishers, Champaign, IL (2002)

Designing Preschool Movement Programs by Stephen W. Sanders, published by Human Kinetics, Champaign, IL (1992)

Videos

Read it Again! Experience the Joy of Reading Aloud with Children

Math and Science Experiences for Preschool Children: Hands on Learning in Small Groups

Videos can be checked out from the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education

Developers Dot Brown, President, Early Childhood Services, Inc.
Beverly C. Wright, Education Consultant

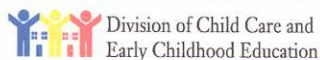
Artists Laverne Nelson – line drawings
Ellen Voyles – story telling figures

Reviewers Terri Helms, Early Childhood Consultant
Kalani Sarver, Director, First United Methodist Church Child Development Center, Hot Springs

Funding

This project is funded by Arkansas Department of Human Services, Division of Child Care and Early Childhood Education, through the Federal Child Care Development Fund.

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Learning Activity #1 – I Can Move My Body in Many Ways

Book: *From Head to Toe* by Eric Carle

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<ul style="list-style-type: none"> ➤ Turning ➤ Twisting ➤ Bending
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Head to Toe</i> by Eric Carle ✓ Bean Bags – 1 per child (stored in basket) ✓ Bean Bag Activities (CD or Cassette by Kimbo) ✓ CD or Cassette Player ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Introduce “<i>Head, Shoulders, Knees, Toes</i>” • Teacher(s) and children stand and follow the words and touch correct body parts as they go <p><i>My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, Let's all clap hands together.</i></p> <ul style="list-style-type: none"> • Repeat words, changing the last line as follows: <i>We all sit down together.</i> (All sit down) <p>Teacher Note: You may choose to substitute the song, “Head and Shoulders, Knees and Toes” as the introductory activity.</p>
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>From Head to Toe</i>. • Show the cover, give title and author (Explain that author is person who writes the book) • Ask children to look at cover and predict what story is about. • Read book with children sitting so all can see the book. • Follow up with questions such as: “<i>Were your predictions about the story correct?</i>” “<i>Which was your favorite animal?</i>” and “<i>Why was it your favorite?</i>”
Extend the Story	<ul style="list-style-type: none"> • Have children help put carpet squares or personal space markers in circle, one for each child and for each adult. • Reread the story with children participating in movement activities that are pictured in the book. <ul style="list-style-type: none"> ○ Ask children to stand on carpet squares or personal space markers, then to move back and expand the

	<p>circle so each child has self space (room to move without touching others)</p> <ul style="list-style-type: none"> ○ Explain to children that you will read the story again and they can move like the animals in the book ○ Stand in the middle of the circle and read the story while children do movements <ul style="list-style-type: none"> • Ask children, two at a time, to get a bean bag from the basket and return to their carpet square or personal space marker. • Play "Bean Bag Rock" from the CD or Cassette Tape and ask children to follow directions. <p>Note: If CD or Cassette is not available, give directions such as the following to children:</p> <p><i>"Hold the bean bag on your head."</i> <i>"Hold the bean bag on your knees."</i> <i>"Hold the bean bag on your tummy."</i> <i>"Hold the bean bag way down low."</i> <i>"Hold the bean bag way up in the air."</i> <i>"Hold the bean bag on your elbow."</i> <i>"Hold the bean bag on your toes."</i> <i>"Hold the bean bag on your ear."</i> <i>"Hold the bean bag behind your back."</i></p> <p>Invite children to suggest other body parts or activities for beanbags.</p>
Conclude the Session	<ul style="list-style-type: none"> • Lead the children in a finger play: <p><i>I wiggle my fingers, I wiggle my toes, I wiggle my shoulders I wiggle my nose. No more wiggles are left in me. Now I'm just as still as I can be.</i></p> <ul style="list-style-type: none"> • Ask the children, two at a time, to return the beanbags to the basket and to stack the carpet squares or personal space markers in a designated area.
Try these additional activities	<p style="text-align: center;">Storytelling</p> <ul style="list-style-type: none"> • Make storytelling figures of animals from the book, <i>From Head to Toe</i>, plus a figure of a barefoot boy. Animals are: penguin, giraffe, buffalo, monkey, seal, gorilla, cat, crocodile, camel, donkey, elephant and parrot. <ul style="list-style-type: none"> ○ Tell story, <i>From Head to Toe</i>, using the figures. ○ Place the figures and storyboard in book area for children to use independently.

	<p style="text-align: center;">Body Parts</p> <ul style="list-style-type: none"> • Read the book, <i>Wee Sing & Learn My Body</i> by Pamela Conn Beall and Susan Hagen Nipp, Illustrated by Winky Adam, Price Stern Sloan (2003) <ul style="list-style-type: none"> ○ Involve the children in answering the questions and demonstrating the actions featured in the book. ○ Refer to the last page of the book, "Point to your own body parts" for ideas for the next activity which is to "Draw and label each child's body parts." ○ Review the tape that accompanies this book and select appropriate songs and activities to do with your children. <p style="text-align: center;">Draw and Label Each Child's Body</p> <ul style="list-style-type: none"> • Lay a large roll of newsprint paper on the floor and have children, one at a time, lay down on their backs. • Trace each child's body and cut out. • Ask children if they would like to label some of their body parts; write the names of the body parts as children direct you. • Display the figures in the classroom at children's eye level. <p style="text-align: center;">"We Can Move" Book</p> <ul style="list-style-type: none"> • Begin a class "We Can Move" book. Use a photo album or scrapbook with adhesive pages. <ul style="list-style-type: none"> ○ Include one page per child in the group. Label that page with the child's name. ○ Take photos of individual children as they participate in movement activities. Allow children to select the photos to include on their individual pages. ○ Invite children to dictate what he or she is doing in the activity. For example, "<i>Aaron is jumping.</i>" Or "<i>Jamie is dancing.</i>" ○ Add photos over a period of time. ○ Place the photo album in the library area where children can look at and "read" it.
<p style="text-align: center;">Try these finger plays</p>	<p>(Follow directions as rhyme indicates)</p> <p style="text-align: center;"><i>Hands on Shoulders</i></p> <p style="text-align: center;"><i>Hands on shoulders, hands on knees, Hands behind you, if you please. Touch your shoulders, now your nose, Now your chin and now your toes. Hands up high in the air, Down at your side, then touch your hair. Hands up high as before, Now clap your hands, One, two, three, four.</i></p>

	<p style="text-align: center;">Touch</p> <p style="text-align: center;"><i>Touch your nose. Touch your chin. That's the way this game begins. Touch your eye. Touch your knees. Now pretend you're going to sneeze. Touch your hair. Touch your ear. Touch your two red lips right here. Touch your elbows where they bend. That's how this touch game will end.</i></p> <p style="text-align: center;">Animal Moves</p> <p style="text-align: center;"><i>Can you hop like a rabbit? Can you jump like a frog? Can you walk like a duck? Can you run like a dog? Can you fly like a bird? Can you swim like a fish? Can you be very, very still? As still as this.</i></p>
Additional Books	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Hello Toes! Hello Feet!</i> by Ann Whitford Paul, illustrated by Nadine Bernard Westcott <input type="checkbox"/> <i>Here Are My Hands</i> by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand <input type="checkbox"/> <i>My Feet</i> by Alike <input type="checkbox"/> <i>My Hands</i> by Alike <input type="checkbox"/> <i>My Hands Can</i> by Jean Holzenthaler, illustrated by Nancy Tafuri
Resources	<ul style="list-style-type: none"> ✓ Bean Bag Activities CD or Cassette can be ordered from school supply catalogs ✓ Personal space markers can be ordered from equipment companies or from school supply companies ✓ <i>Wee Sing & Learn My Body</i> (book and cassette) by Pamela Conn Beall and Susan Hagen Nipp, Illustrated by Winky Adam, Published by Price Stern Sloan, a division of Penguin Young Readers (2003)

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *From Head to Toe* by Eric Carle, and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.





